



## CTSO Course Alignments: Organizational Leadership and Communications

Below you will find standards for the Organizational Leadership and Communications course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FFA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Use local news media, organizational websites, and real-time labor market information to investigate occupations in business leadership and communications. Compare and contrast the knowledge, skills, and abilities necessary for employment, as well as the typical level of education required. (TN Reading 2, 9; TN Writing 4, 7, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Issues, Job Interview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Job Interview, Career Investigation, Entrepreneurship</li> <li>• <b>HOSA:</b> Job Seeking Skills</li> <li>• <b>SkillsUSA:</b> Job Interview, Entrepreneurship, Employment Application Process</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
2	Review common laboratory safety procedures for tool and equipment operation in the agricultural and biosystems engineering laboratories, including but not limited to accident prevention and control procedures. Demonstrate the ability to follow safety and operational procedures in a lab setting and complete a safety test with 100 percent accuracy. (TN Reading 3; ARNR CS)		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Biomedical Laboratory Science</li> <li>• <b>TSA:</b> Biotechnology Design</li> </ul>
3	Consult case studies, business journals, and news articles to determine the relationships between organizational performance and human capital, social capital, organizational learning, total quality management, and customer satisfaction. Analyze case studies to identify the elements supporting high-performing organizations and describe how successful agribusinesses incorporate them. (TN Reading 2, 4, 5; TN Writing 2, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Business Operations Research Events.</li> <li>• <b>FBLA:</b> Agribusiness, Business Plan, Emerging Business Issues, Global Business</li> </ul>

4	Define organizational behavior, citing examples from agricultural businesses currently in operation. Produce a narrative or annotated timeline analyzing the major developments and features of the agriculture industry that have influenced changes in organizational behavior over the past century. These features include but are not limited to: scientific advancements, transportation of goods, labor market shifts, labor organization, the rise of large corporations, subsidies, automation, information technology, and globalization. (TN Reading 4; TN Writing 2, 8, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Prepared Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation</li> </ul>
5	Compare and contrast characteristics of models of organizational change. Analyze a case study in which an organization faced an unplanned change and develop a written argument supporting transformational change as a preventive measure. (TN Reading 9; TN Writing 1, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Prepared Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation</li> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> </ul>
6	Differentiate between extrinsic and intrinsic motivation and summarize how each influences employee productivity. Develop a list of strategies for motivating individuals or groups and write business scenarios in which the strategies apply. (TN Reading 1, 2; TN Writing 4, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation</li> </ul>
7	Create an annotated graphic (such as a flowchart, table, or mind map) illustrating the stages of team development. Draw conclusions about the advantages and disadvantages of group decision-making and evaluate the potential effectiveness of group decision-making at each stage. (TN Reading 5, 7; TN Writing 1, 4)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales, Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Health Poster</li> <li>• <b>TSA:</b> Desktop Publishing, Promotional Graphics</li> </ul>
8	Practice effective verbal and nonverbal communication for use in business environments via role-plays. Contrast communication appropriate for an agribusiness environment versus an informal setting.	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Communications, Agricultural Sales, Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation</li> </ul>
9	Recognize the consequences of poor communication skills and describe the importance of effective communication among team members. Apply concepts of giving and receiving oral and written instructions to accomplish a complex task. (TN Reading 3)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Communications, Agricultural Sales, Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation</li> </ul>

10	Define constructive criticism; analyze potential conflicts involved in giving and receiving feedback; and create a plan for engaging in productive dialogue. Role-play work-related feedback as an employer and as an employee. Demonstrate active listening and appropriate response skills.	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Job Interview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Communication</li> <li>• <b>HOSA:</b> Job Seeking Skills</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
11	Cite evidence to support the idea that conflict is a normal part of work relationships. Compare and contrast assertive and aggressive communication in conflicts. Apply concepts pertaining to different methods for handling conflicts by participating in role-play exercises and constructively critiquing the practices of others. (TN Reading 1, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Communication</li> <li>• <b>TSA:</b> Digital Video Production, On Demand Video</li> </ul>
12	Analyze the potential customer impact of sample verbal, print, and electronic communications in agribusiness. Examine case studies in which various forms of communication have facilitated or hampered effective business operations. (TN Reading 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Business Communication, Desktop Publishing</li> </ul>
13	Develop a hypothesis surrounding the character traits and interpersonal skills needed by effective agribusiness managers. Determine which individual traits and skills can be developed and create a plan for personal growth. Example traits and skills include but are not limited to: enthusiasm, effective communication, decision making, risk evaluation, self-discipline, integrity, lifelong learning, and teamwork. (TN Writing 4)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation, Business Communication</li> <li>• <b>TSA:</b> Extemporaneous Presentation</li> <li>• <b>HOSA:</b> Extemporaneous Writing</li> </ul>
14	Analyze the outcomes of case studies or current events and critique how organizational leaders managed people and made decisions. Write a narrative advocating alternative management strategies that would benefit the organization and which lead to either a better financial outcome or improved employee motivation. (TN Reading 2, 6, 8; TN Writing 1, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Issues</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation, Business Communication</li> </ul>
15	Define organizational culture and evaluate the role of business leaders in establishing and maintaining a workplace in which employees work cooperatively with others from diverse backgrounds. (TN Reading 6)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Principles of Business Administration Events</li> <li>• <b>FBLA:</b> Introduction to Business, Agribusiness, American Enterprise Project, Business Plan, Business Presentation, Business Communication</li> <li>• <b>TSA:</b> Extemporaneous Presentation</li> <li>• <b>HOSA:</b> Extemporaneous Writing</li> </ul>

16	Research a variety of project management models and create a visual representation to show important connections and distinctions between the essential phases of each model. Select one model and modify it to meet the needs of a sample organization; justify its application in an agribusiness setting. (TN Reading 7, 8, 9; TN Writing 1, 8, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Communications, Agricultural Sales, Marketing Plan</li> </ul>	
17	<p>Research professional ethical standards from recognized national organizations (such as the United States Department of Agriculture – Rural Business Cooperative Service). Synthesize principles from the standards to create a personal code of agribusiness ethics designed to address professional, ethical, and legal issues such as:</p> <ol style="list-style-type: none"> <li>Conducting business with friends, relatives, or competitors</li> <li>Sales incentives</li> <li>Pricing policies</li> <li>Illegal practices</li> <li>Behavior toward customers, employees, and shareholders</li> </ol> (TN Reading 1, 2; TN Writing 4, 7, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Communications, Agricultural Sales, Cooperative Development Challenge CDE, Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Essays on Technology</li> <li>• <b>FBLA:</b> Business Ethics</li> <li>• <b>FCCLA:</b> Advocacy</li> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> </ul>
18	Demonstrate knowledge of basic parliamentary procedures by planning and conducting a simulated annual or monthly stockholders meeting for a small agricultural corporation or cooperative. Develop an agenda and take official minutes. Identify meeting materials to be used, including data and reports, and outline the responsibilities of organizational leadership in facilitating the meeting. (TN Reading 3; TN Writing 4)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Parliamentary Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Parliamentary Procedure, Introduction to Parliamentary Procedure</li> <li>• <b>FCCLA:</b> Parliamentary Procedure</li> <li>• <b>HOSA:</b> Parliamentary Procedure</li> <li>• <b>SkillsUSA:</b> Chapter Business Procedure</li> <li>• <b>TSA:</b> Chapter Team</li> </ul>
19	Formulate a hypothesis about the relationship between the stages of innovation adoption (knowledge, persuasion, decision, implementation, confirmation) and the rate of innovation adoption (innovator, early adopter, early majority, late majority, laggard). Analyze the role that opinion leaders play in the adoption process. Write coherent arguments based on evidence from real-world examples to support the hypothesis. (TN Reading 1, 2, 6, 9; TN Writing 1, 4, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Prepared Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> </ul>
20	Analyze case studies of stakeholder resistance to change, identify the causes, and propose measures for overcoming resistance. (TN Reading 2, 6, 8; TN Writing 1, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales</li> </ul>	<b>DECA:</b> Professional Selling
21	Compare and contrast theories of persuasion and influence (reciprocity, commitment, social proof, liking, authority, scarcity) and apply these theories to agricultural sales and marketing communications. (TN Reading 5)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Sales, Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Professional Selling</li> <li>• <b>HOSA:</b> Extemporaneous Writing</li> <li>• <b>TSA:</b> Extemporaneous Presentation</li> </ul>

<b>22</b>	Synthesize the understanding of stakeholder resistance, adoption models, and persuasion theories. Develop a sales plan for a new agricultural product or service (such as commodity trading to farmers). Deliver a focused, coherent presentation on the plan. (TN Reading 1, 2, 7; TN Writing 2, 4, 8, 9)	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Communications, Agricultural Sales, Marketing Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DECA:</b> Professional Selling</li> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Essays on Technology</li> </ul>
<b>ALL</b>	<b>CAN BE USED WITH ALL/MOST STANDARDS</b>	<ul style="list-style-type: none"> <li>• <b>FFA:</b> Extemporaneous Public Speaking, Job Interview, Prepared Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FBLA:</b> Agribusiness</li> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, Interpersonal Communications, Leadership</li> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display</li> <li><b>TSA:</b> Prepared Presentation</li> <li><b>HOSA:</b> Prepared Speaking</li> </ul>